



# The Importance of Character Values in National Integration Courses

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**Abstract.** This study aims to see the importance of integrated character values in national integration courses as part of a needs analysis for the development of character values-based national integration textbooks. As an independent nation, of course, we must have values as a guide in acting and behaving. Especially for today's young generation, because of the rapid development of technology, information and communication, it is easy for foreign cultures to enter without boundaries and the risk of conflict is even greater. The national integration course is one of the courses that facilitates lecturers in instilling the value of unity and integrity, independence and love for the homeland, but furthermore, textbooks are needed that can be read and guided by students independently. Where when these students read textbooks it will increase the values of the nation's character that should exist in them. Through a questionnaire distributed to 40 students, 85% of the students responded that they expressed the importance of these character values being discussed in detail in a national integration textbook. Thus, the research team tried to further develop the textbook through R&D research methods.

**Keywords:** Character Values · National Integration · Textbook

## 1 Introduction

The State of Indonesia is a nation state consisting of various differences or diversity. Diversity in a pluralistic society is a natural thing that must be seen as a nature. This can be analogous to the human finger which consists of five different fingers, but all of them have their own functions and purposes, so that if all of them are put together they will be able to carry out any heavy task. This is reflected in the national motto, namely *Bhinneka Tunggal Ika*, which has different meanings but remains one. The country of Indonesia has a lot of cultural diversity, religious differences, skin colors and very many regional languages [1]. All these differences on the one hand make Indonesia an invaluable wealth, but on the other hand it can become a hidden threat to national integration if it is not managed properly. The emergence of these various attitudes is contrary to the original character of the Indonesian people who are known to be very friendly, peace-loving and like to work together. These various community behaviors do not reflect the behavior of good citizens and world citizens [2].

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In this case, the importance of public understanding of national integration in order to maintain national unity and integrity. The emergence of awareness of the need for diversity in a multicultural society will be very helpful in finding common ground when there are differences in social, economic, and political views [3].

Where lately there has been a lot of conflict caused by various differences that exist in this country, ranging from religious conflicts, ethnic conflicts to political and legal conflicts. All of this, if not handled properly, will become a serious threat to the existence of the Indonesian state. Therefore, an effort is needed that can provide a strong understanding of national insight in order to prevent national disintegration through the process of maturing the thinking of every citizen, which can be done through education to the younger generation of Indonesia. In realizing national integration, it must also pay attention to many aspects, not necessarily forcing the minority to follow the majority, one of which is the adhesive aspect so that its unity and unity can last a long time [4].

The Pancasila and Civic Education Study Program, the Faculty of Teacher Training and Education at the Sriwijaya University have taken concrete steps for all of this, namely by making a course entitled National Integration as a course of study. Thus, students are expected to be able to understand the meaning and be able to realize behavior that upholds national integration.

National integration, namely awareness of diversity fosters unity and integrity and the desire to establish a harmonious life together [5]. National integration is an effort and process to unite the differences that exist in a country so as to create national harmony and harmony [6].

Strong national integration will be realized if it has a high national identity, because national identity is the basis of national integration [7]. One of the national identities of the Indonesian people is having a strong character that refers to the values of Pancasila. Strengthening the implementation of Pancasila, Bhinneka Tunggal Ika and mutual cooperation are the glue of the life of the Indonesian people and at the same time become the identity of the Indonesian nation which is known by other nations [8].

Based on these values, the government then sets several character values that need to be fostered in students, including students. The values of virtue or character that the Indonesian nation needs to possess, both individually and collectively, are as follows, first, spiritual values, second, solidarity values, third, discipline values, fourth, independence values. Fifth, the values of progress and excellence [9]. In line with the opinion [10], integrating the values of the nation's character into learning activities means combining, incorporating, and applying values that are believed to be good and correct in order to form, develop, and foster the character or personality of students according to national identity when activities are carried out. Learning takes place. The values of the nation's character, among others (1) love for God and the universe and its contents; (2) responsibility, discipline and independence; (3) honest; (4) respect and courtesy; (5) affection, care, and cooperation; (6) confident, creative, hard working and never give up; (7) justice and leadership, kind and humble; and (9) tolerance, love of peace and unity, [10]. These values, of course, to arrive at students need learning resources in the form of teaching materials (books, modules and worksheets) or in the form of learning media. However, among some of these facilities, books are of course the main source of learning.

Character education is a system of inculcating behavioral or character values to students which includes knowledge, awareness or willingness, and actions to implement values, both towards God, oneself, others, the environment, and nationality [11]. Character education is also a planned effort to make students more familiar, care, and internalize values so that students can become human beings with noble character [12]. Thus, character education can be defined as all efforts that can be made to influence the character of students [13].

One of the factors that can help realize character learning is the availability of character-based textbooks. Permendiknas No. 2 of 2008 Article 1 (3) states that “Elementary, secondary and tertiary education textbooks, hereinafter referred to as textbooks, are mandatory reference books to be used in primary and secondary education units or universities that contain learning materials in the context of increasing faith, piety, noble character, and personality, mastery of science and technology, increased sensitivity and aesthetic ability, improvement of kinesthetic ability, and health which are compiled based on national education standards”, [14]. Through textbooks as part of the teaching materials used in the teaching and learning process in the classroom, it is hoped that it can help achieve instructional goals that currently lead to character development [15]. Because one of the learning resources that can be used in the learning process is textbooks. As the opinion [16] states that textbooks are textbooks that are used as references in certain subjects [16]. Textbooks are one of the materials that can be used in the learning process that has an important meaning. This is in accordance with the opinion [17] that the selected teaching materials will determine the course of the learning process in the classroom, [17]. Target of the educational process not just intellectual development of students by supplying knowledge as much as possible, more than that, education is a process of giving understanding, understanding, and appreciation to the known practice [18].

Based on these reasons, the researchers were interested in analyzing student needs for the development of textbooks based on character values in national integration courses.

## 2 Method

This research activity uses the R&D research method using the ADDIE approach. However, this research is only at the needs analysis stage, where the procedures to be carried out in research development steps are: 1) collecting information data (needs analysis) including literature review and field observations (performed in research I) [19]. Due to the special characteristics of this development research, namely: (a) developing products, such as: textbooks, textbooks, ways of organizing teaching, evaluation tools, learning models, and so on [20].

The purpose of this study is to find the right and relevant products needed by students as a source of learning and strengthening the values of the nation’s character in national integration learning. The research subjects consisted of 40 third semester students of the 2022/2023 academic year. Data collection is done online through a goggle form and then analyzed descriptively.

### 3 Result and Discussion

The needs analysis activity as the initial stage in the development research method is a means to answer the incoherence of expectations and facts in the field. Through needs analysis, basically, researchers want data and information about things that can be done in answering existing problems in order to achieve maximum learning objectives.

#### 3.1 Student Needs

The needs of students referred to in this study are students' needs for the existence of a national integration textbook based on character values. The questionnaire consists of 10 questions using the Guttman scale with yes or no answer options, besides that the questionnaire questions refer to research conducted by previous research [21]. Based on the results of needs analysis through questionnaires distributed to students, data and information are obtained as shown in Table 1.

Thus it can be understood that students agree and need a national integration textbook based on character values to make it easier for them to learn and understand learning

**Table 1.** Student Needs Questionnaire

No	Question	Yes	No
1	Do you have textbooks/handbooks for National Integration courses?	75%	25%
2	Are you looking for other materials (such as from the internet) to help you understand the material on national integration?	87,5%	12,5%
3	Are you having trouble finding recovery materials from the internet?	76%	24%
4	Can you provide examples of cases/problems of national disintegration and relate them to the required character values?	75%	25%
5	Are examples of cases/problems really necessary to make it easier to understand the concepts in national integration materials?	87,8%	12,2%
6	Do the national integration materials that you get through internet sources always provide examples in the form of cases/problems related to character values?	20%	80%
7	Will presenting the problems in the national integration material make it easier for you to understand the material and show the right character in solving the problem?	90,6%	9,4%
8	Is the inequality of access and mobility between Indonesian citizens living on the border and citizens living in the capital an example of problems in national integration?	100%	-
9	The material on national integration will be easier to understand in a concrete way with textbooks accompanied by the integration of character values to strengthen it?	93,8%	6,2%
10	Do you agree if you develop textbooks/handbooks, national integration materials based on character values?	100%	-

material. As one of the printed teaching materials, textbooks are a learning package that deals with one unit of learning material [22]. With textbooks, students can reach and complete their study materials by studying individually. Textbooks can be studied anywhere and anytime we want. However, the flexibility of students to manage this time is very flexible, it can take a few minutes and it can also take several hours, and it can be done separately or given variations with other methods [22]. In addition, the character values contained in a textbook are a way of realizing the need for awareness of intelligent ways of thinking so that awareness of rights and obligations becomes an entrenched character in the life of the Indonesian people, nation and state as a whole. Character has three, interrelated parts: knowing morals, moral feelings, and moral behavior [23].

### 3.2 Textbook Material

After distributing the questionnaire, the next step that the researcher did at the needs analysis stage was a literature study and semester learning plan to determine what materials would be developed for textbooks and the values of the nation's character that matched

**Table 2.** Textbook Materials

Chapter	Theory	Character Values
1	Definition of National Integration	Independent, friendly/communicative
2	National Integration Approach	Democratic
3	The Importance of National Integration	Love the homeland, love peace, care about social
4	National Integration Problems and National Integration Challenges	Tolerance, curiosity
5	Strategic Environment, Opportunities, and Constraints of National Integration	Curiosity friendly/communicative
6	Dimensions of National Integration	Tolerance, love of the homeland, love of peace, social care
7	Nation Concept	Democratic, national spirit
8	Nationalism and the Threat of Disintegration	Democratic, national spirit, love the homeland, love peace
9	Ethnonationalism and Forms of Nationalism	Tolerance, national spirit, love for the homeland
10	Policy Priorities and Strategies for National Integration Development	Tolerance, democracy, love for the homeland, love for peace
11	History of National Integration	Curiosity
12	Plurality of Indonesian Society	Democratic, love the homeland
13	Potential Conflict in Society	Democratic, love the homeland, love peace
14	Form of National Integration	Tolerance, love peace

these materials. Through the literature study activity, the researcher summarizes it as in Table 2.

With the development of values-based national integration textbooks, one of the movements for strengthening character education in every educational unit lies in how connected the three educational centers are, namely culture in the classroom, school culture, and culture in the family or in the community, [24]. As well as strengthening character education in a curriculum. Internalization of the basic values of character education in terms of curriculum management needs to be understood that the curriculum is needed so that the goals to be achieved can be directed in accordance with the expectations set, namely the internalization of the basic values of character education as a whole and thoroughly [25].

## 4 Conclusion

Based on the results of the analysis of student needs, it was found that 100% of students needed a national integration textbook based on character values because even though students had tried to find material through the internet, there was only material without cases and character values needed to strengthen students' national integration. Through a literature study, researchers found 14 chapters of material relevant to the development of national integration textbooks and associated with the required character values ranging from independence, communicative, democratic, love for the homeland, love of peace, social care, tolerance, curiosity, spirit of nationality.

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**Authors' Contributions.** This study provides input and suggestions for other researchers regarding the importance of developing a national integration textbook based on character values to increase students' sense of unity and integrity. In addition, it strengthens the spirit and love for the homeland for the younger generation, especially students.

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